

SCHOOL REPORT CARD

2002-2003

-Commonwealth of Kentucky-

Turkey Foot Middle School

Thomas Arnzen, Principal
3230 Turkeyfoot Rd
Edgewood, KY 41017
phone: (859) 341-0216
fax: (859) 341-7217
email: tfms@kenton.k12.ky.us

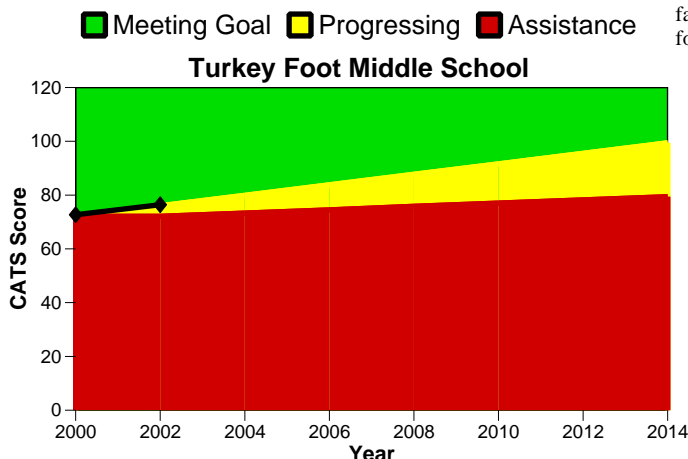


Dear Parents/Guardians:

Here is our school's report card for the 2002-2003 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	72.1		72.7
2002	76	72.1	76.4
2004	79.9	73.3	
2006	83.8	74.5	
2008	87.7	75.8	
2010	91.6	77	
2012	95.5	78.2	
2014	99.4	79.4	
Standard Error: 0.6			

About Our School

Turkey Foot Middle School is a working partnership of students, educators, families and communities dedicated to providing quality learning opportunities that promote student success. The mission of Turkey Foot Middle School is to develop programs that challenge our students academically at the highest standard attainable, while recognizing that our students are in transition from childhood to adolescence and need opportunities to explore their role in the larger community of today and tomorrow. We encourage our parents to become involved with their child's education. At Turkey Foot, we strive to develop child-centered programs in a parent friendly environment where each student can progress and enjoy success. We are committed to ongoing improvement of our CTBS and CATS assessments. Turkey Foot's academic direction is guided by a Comprehensive School Improvement Plan that addresses areas for improving student performance through research and data. Turkey Foot was founded in 1962. The student enrollment currently stands at 651 for the 2003-04 school year.

How Our School Ensures Educational Equity

Turkey Foot ensures educational equity through an analysis of all available data. Achievement gaps are determined by team and content area meetings in accordance with SB 168 and No Child Left Behind legislation. This data is subject to input from staff, parents and our School-Based Decision Making (SBDM) Council. A school-level computer system manages student data to identify specific demographic groups including race, ethnicity, gender, socio-economic status, special populations and gifted/talented. The student data tool is also very useful in determining the performance of various sub-groups. The current Comprehensive Plan (2002-2004) addresses equity issues in Reading, Writing, Special Education, Gifted/Talented, and the Extended School Services Program. These issues are reinforced through the professional development, reducing barriers to learning, and assessment areas of the Comprehensive School Improvement Plan. The strategies to implement the plan are integrated into teacher lesson plans and monitored through administrative observation, evaluation and review of staff plans. Turkey Foot is currently involved in implementing the 2002-2004 Comprehensive School Improvement Plan.

School Enrollment (end of year membership 2002-2003): 640

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 7th	9%	8%	12%	26%	29%	31%	65%	63%	57%	85.8	85.1	82.7
Science 7th	19%	23%	29%	44%	42%	37%	37%	35%	34%	71.6	70.7	68.3
Writing 7th	22%	28%	34%	45%	51%	48%	33%	22%	18%	64.3	56.2	51.9
Mathematics 8th	13%	20%	28%	37%	42%	41%	50%	38%	31%	82.7	72.9	65.7
Social Studies 8th	10%	13%	21%	34%	42%	44%	56%	45%	36%	84.8	77.7	70.3
Arts & Humanities 8th	18%	22%	30%	25%	24%	25%	56%	53%	46%	81.8	76.5	69.4
PL/VS 8th	12%	14%	22%	34%	40%	40%	54%	46%	38%	83.3	77.4	70

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, allows us to compare our students' performance with the performance of students across the country. These scores are reported in percentiles. A percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
6th Grade Reading	63%ile	58%ile	56%ile	50%ile
6th Grade Language Arts	59%ile	54%ile	52%ile	50%ile
6th Grade Mathematics	72%ile	61%ile	54%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2001-2002 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	95.6%	1.2%	0%
District	95.7%	2.3%	1.7%
State	94.4%	3.6%	2.6%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Our Academic Team won the district Governors Cup from 1985 to 2000 and was runner-up in 2001. Students representing our band program brought home numerous superior and distinguished ratings from the Northern Kentucky University competitions. The Math Counts Team placed in the top four of the last three years in the Northern Kentucky region. A student won the Kentucky Post Spelling Bee and represented Northern Kentucky in the national competition. A student represented our school at state level of the Geography Bee. We have averaged nine students per year receiving state honors as part of the Duke University Talent Search Program.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	95%	100%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	63%	100%	71%
Average Years of Teaching Experience	12.8	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

The Kenton County School District and Turkey Foot Middle School work together to maintain a drug-free and violence-free environment for all students and employees. Drug and alcohol abuse education programs are an integral part of the curriculum at the middle school level. A Resource Officer is available through the Edgewood Police Department and periodic sweeps of the building occur by the K-9 units. The counseling staff at Turkey Foot initiate appropriate programs throughout the year, as does the schools Indian Club. The administration maintains strict adherence to the Code of Acceptable Behavior and Discipline. Students are kept informed and educated on the consequences of drug and weapon abuse through various assembly programs. These programs may be conducted by staff or may involve the use of outside resources. Turkey Foot utilizes a Student Assistance Team for preventative action in these areas. A camera surveillance system is in place and access to the building is monitored.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	2	2	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$4294	17:1	5:1	100%
District	\$5823	18:1	4.4:1	100%
State	\$7033	16:1	5.8:1	100%

How We Use Technology to Teach

Three computer labs are in place for student instruction. One is used specifically for new instruction, and a second lab is used on an availability bases by staff to utilize core content software, complete writing portfolios, assessment and to provide opportunities for more advanced projects. The third lab is a wireless lab with internet capabilities, which can be checked out from our library center, as needed. A variety of instructional assistance and diagnostic strategies are utilized to improve student performance in both labs. Numerous classrooms have student workstations available. The library has an excellent computer center with electronic resources used primarily for student projects.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	423	30	18	2600

Extracurricular Activities

Academic Team/Governors Cup, Future Problem Solving Team, Odyssey of the Mind, and Math Team, Geography Bee and Spelling Bee, Student Technology Leadership Group, Future Educators Club, Creating Leaders Program and Student Council, National Junior Honor Society and Peer Mediators, Audiovisual / Morning Announcement Club, Art Enrichment, Drama, Yearbook and Newspaper Staff, Band, Chorus, and Pep Band, Football, Basketball, Volleyball, Cross Country, Cheerleading, Dance Team, Intramurals, and various sports at Dixie Heights High School.

Awards and Recognition

KIRIS or CATS Reward status since 1994; four teachers on staff have won Golden Apple Awards; Governors Cup District Champions--1985-2000, and 2003; FCCLA teacher and administrator of the year--2000; (Family Career and Community Leaders of America); Duke Talent Search; State Spelling Bee Champion; Stars of the Month; Honor Rolls (All As & A/B Honors); Band Competitions; Academic Award Nights; Athletic Banquet; Honor Society Induction Ceremony; Various Speech, Writing & Art Competitions.

What We Are Doing To Improve

The Comprehensive School Improvement Plan, developed through the SBDM Council, gives focus and direction to Turkey Foot on improving student performance. The Plan is reviewed each month at Council meetings. The Plan, based on Kentucky’s Standards Indicators for School Improvement has addressed the areas of: Equity, Assessment, Professional Development, Curriculum, and Reducing Barriers to Learning. The major focus of the equity area is Reading and Writing across the curriculum. Assessment involves curriculum alignment, lesson plan development, knowledge of Core Content, implementation of on demand and open-response writing, review of release questions and reinforcement of special education processes. Individual training and workshops of value are encouraged. The entire staff is currently participating in implementing Learning Walks, which address clear expectations, academic rigor and accountable talk. Our Reducing Barriers to Learning initiatives include the use of Extended School Services and the development of a Reducing Barriers to Learning Team (RBTL).

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Tom Arnzen	859 341 0216		
Pat Currin	859 341 0216		
Ray Stanley	859 341 0216		
Joe Utz	859 341 0216		
Mary St. John	859 341 0216		
Robbynn Gumble	859 341 0216		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

NON-PROFIT ORG.
U.S. POSTAGE
PAID
MAILED FROM
ZIP CODE 45203
PERMIT NO. 4424

